Torridon
Primary School

Teaching and Learning

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	Autumn Term 2022
Name of the Governing Body Representative:	Margaret Brightman
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Date signed:	September 2022
Last reviewed:	September 2022
Next review due by:	September 2023

TORRIDON PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

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INTRODUCTION

Torridon is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. Our core values of: **Aspiration, Community Diversity, Excellence and Respect** underpin all that we do.

At Torridon, we aim to engender a passion for learning and the pursuit of excellence in every aspect of learning. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Torridon wanting and determined to make a difference to the world and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave and provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

We want our children to:

- ❖ Be eager and enthusiastic learners;
- ❖ Be confident in themselves as learners;
- ❖ Understand themselves as learners, being proud of their successes and understanding the next steps in their learning;
- ❖ Be emotionally intelligent;
- ❖ Be resilient and determined to succeed;
- ❖ Be responsible for their actions.

We aim to achieve this by:

- ❖ Ensuring that children's achievement is at the heart of our school;
- ❖ Valuing and celebrating children's social and cultural diversity;
- ❖ Maintaining the highest possible expectations of every child;
- ❖ Striving to ensure that every child succeeds;
- ❖ Adopting a 'no excuses' attitude towards children's progress and attainment;
- ❖ Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment.

AIMS AND PURPOSES

We expect all children to be provided with exceptional learning experiences on a daily basis. Our whole school approach to teaching and learning aims to:

- ❖ Provide consistency in teaching and learning across the school;
- ❖ Support children in being able to learn effectively;
- ❖ Support teachers in being able to teach effectively;
- ❖ Provide an inclusive approach for all children;
- ❖ Engender a lifelong love of learning in all children;
- ❖ Support the sharing of best practice;
- ❖ Encourage flexibility as new research is published.

This policy outlines some key features which are essential to achieving high standards across the school. It also sets out expectations of planning, teaching and assessment.

SCHOOL CULTURE

At Torridon, we share a common purpose amongst all children, parents and carers, staff and governors. We are all committed to the development of the school. We have a collective understanding of what constitutes good practice achieved through discussion and challenge within teams, whole school professional development and engagement with educational research. All members of our community are learners. We speak about learning rather than 'work'. Teachers are encouraged to take risks and to question existing practice in the pursuit of raising standards. We work as a team to achieve consistency and coherence in our approach.

THE TORRIDON MODEL OF TEACHING AND LEARNING
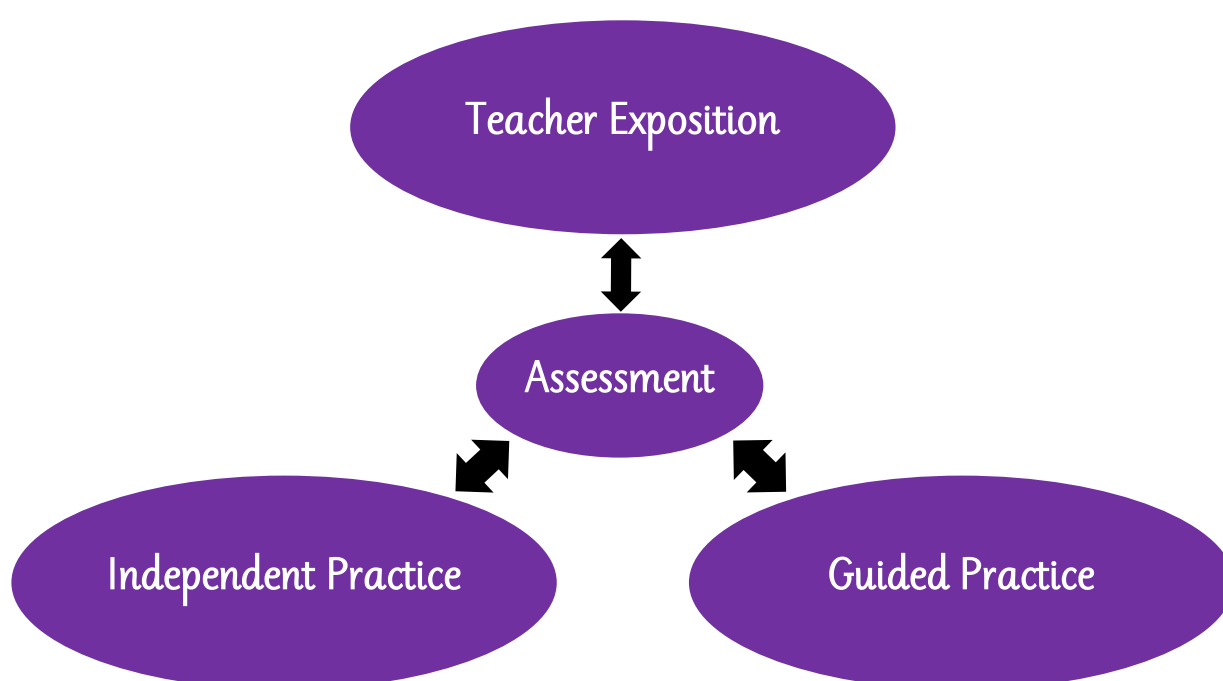
We expect all children to make rapid and sustained progress in all lessons. To ensure this, it is vital that we use assessment to identify the starting points of children within individual lessons and units of learning. Assessment takes place before the lesson, throughout the lesson and at the end of the lesson. We use this assessment information to provide feedback to children and to allow us to adapt the lesson at the point of delivery. Within a lesson, the number of children who are at any stage of the model will vary depending on assessment. At all stages within a lesson, we provide challenge for all and feedback on learning.

Lesson Stage	Key Features
Teacher Exposition	The teacher provides input on new learning. This would typically include modelling through sharing worked examples of a process or of expected outcomes or explicit teaching of new vocabulary. Teachers ensure that children actively participate using strategies including targeted questioning, peer talk and responding on mini-whiteboards.

Guided Practice	Children attempt the new learning with guidance and support from the teacher, member of support staff or a peer. This may involve children completing a step of a calculation at a time before checking that they have used the correct process. Guided practice may be whole class, and the time needed may vary for children. Adults may then continue to guide or support the learning of specific groups identified before or during the lesson.
Independent Practice	Within a lesson, all children are given the opportunity to independently practise the new learning. Examples of how children might use this time include: to solve calculations, write a paragraph or conduct a fair test. Independent practice may involve children collaborating as part of a group to achieve the learning objective.

VALUES

All learning at Torridon is underpinned by our school values. These values have been agreed upon following consultation with all members of the school community: staff, children, parents and carers and governors. We have five core values: aspiration, community, diversity, excellence and respect. These values guide all that we do: staff model these values throughout the school day, and the children are expected to demonstrate these within lessons.

LEARNING TO LEARN SKILLS

As well as teaching the curriculum, we seek to empower all children to have the skills required to be successful learners throughout their lives. Key skills include: resilience, resourcefulness, reflectiveness and reciprocity (Guy Claxton, 2002). The children are taught these skills in all subject areas and in assemblies.

OUR CURRICULUM

EYFS

In the early years, we follow the Statutory Framework. We also draw on the Development Matters and Birth to 5 documents. Further details can be found in the EYFS handbook.

KS1 and KS2

At Torridon, we plan our own units of learning based on the requirements of the National Curriculum. We have created curriculum maps for each year group which we review at least annually. These outline the topics for each half term and the units of learning which will be covered within each subject. We believe that teaching has the greatest impact when learning is put in context. As such, we take a cross-curricular approach to planning and teaching. Where possible, the learning in all subjects is linked to the current topic. We may use various programmes and schemes of learning to support us in the delivery of the curriculum. When using any schemes of learning, we personalise them, and teachers ensure that units are adapted to meet the needs of the children.

TEACHING TIME AND TIMETABLES

Our curriculum is broad and balanced. All subjects are valued. Teaching times for each key stage are indicated below. The times given are for each week. The core subjects of reading, writing, phonics and maths are taught daily. Teams may choose to 'block' foundation subjects by spending a week on DT or geography. Although these subjects may be blocked together within a half term, the amount of time spent on each subject should remain in line with the table below.

Class teachers are responsible for ensuring that their current weekly timetable is displayed on the door to their classroom.

Subject	Key Stage 1	Key Stage 2
Reading	5 x 30 minutes	5 x 45 minutes
Writing	5 x 1 hour	5 x 1 hour
Phonics	5 x 30 minutes	5 x 30 minutes (as appropriate)
Maths	5 x 1 hour	5 x 1 hour
Science	1 hour 30 minutes	1 hour 45 minutes
History/Geography	1 hours 30 minutes	1 hour 45 minutes
Computing	45 minutes	1 hour
Art and Design	45 minutes	45 minutes
Design Technology	45 minutes	45 minutes
Music	45 minutes	45 minutes
RE	45 minutes	1 hour
French	-	45 minutes
PSHE/Assembly	5 x 30 minutes	5 x 30 minutes

PPA

PPA is planning, preparation and assessment time which was made a statutory right for all teachers, including those in the leadership group, from autumn 2005. PPA time is 2.5 hours for a full-time teacher and 10% of the teaching timetable of part time teaching staff or leadership teachers' teaching timetables. In the EYFS, classes are taught by EYPs, and, in KS1 and KS2, they are taught by specialist teachers during the class teachers' PPA time.

Early career teachers receive a support programme during their designated ECT time in line with the early career framework.

PLANNING

At Torridon, we believe that excellent learning starts with excellent planning. As such, we place great importance on the quality of planning for lessons. Medium term planning is completed each half term, and short-term planning is completed each week for all lessons.

PLANNING IN THE EYFS

All planning is completed collaboratively, and we ensure that sequences are planned creatively to enable maximum participation and progress. Medium term planning is completed for all seven areas of learning. Short term planning is completed weekly and is flexible, responding to the needs and interests of the children. Please refer to the EYFS handbook for further guidance.

PLANNING IN KS1 AND KS2

As in the EYFS, planning is completed collaboratively, and we ensure that sequences are planned creatively to enable maximum participation and progress. We work in a cross-curricular way. For example, a history lesson may also involve geography links by looking at maps to understand where an ancient civilisation existed.

MEDIUM TERM PLANNING

Each half term, every year group has an over-arching topic. Curriculum maps are in place to guide coverage but are to be seen as a starting point from which teachers plan engaging learning experiences. Year group teams plan in advance for the coming topic. Foundation subjects may be blocked together. As long as all curriculum areas are covered, teachers are encouraged to use their professional judgement in making such decisions.

Year group leaders, subject leaders and senior staff support with the medium term planning process. Year group teams complete medium term using the agreed proforma. This provides an overview of objectives to be taught in all subjects. These are presented in the form of learning questions. Medium term planning is completed and saved on the staff shared area by the last day of each half term.

SHORT TERM PLANNING

Teachers write lesson plans for all subjects using the agreed proforma. These plans are annotated or adapted daily on the basis of assessment from the previous lesson in the sequence. At Torridon, our lesson plans include:

- ❖ The learning question and success criteria;
- ❖ Key vocabulary;
- ❖ Resources;
- ❖ Challenge for all (differentiation);
- ❖ Role of adults;
- ❖ Key steps within lessons and key questions to be asked;
- ❖ The high quality, engaging activities which children will complete to help them achieve the lesson objective.

When planning for challenge for all, we consider children's current attainment levels rather than their 'ability'. We use the acronyms of LA (lower attainers), MA (middle attainers) and HA (higher attainers) on written planning.

Short term planning supports teachers in the thought process when planning a lesson and helps to achieve consistency within each year group. Short term planning for the week ahead is saved on the staff shared system before the start of each week. Short term planning is also shared with all members of support staff working within a year group.

Torridon Primary School
Short Term Planning

Year Group: 6	Date: Autumn 1 Week 1	Subject: Maths	Unit: Place Value

Teacher Exposition → Assessment → Independent Practice / Guided Practice

Lesson 1

Learning Question	LEARNING	Success Criteria
Can I determine the value of a given digit?	• Retrieval practice on Y5 place value learning. • Present hook to lesson: https://www.internetlivestats.com/ • Whole class reading of numbers from IWB, including to a million and beyond. Emphasise where to say 'and'. • Model identifying the value of an underlined digit by referring to the place value column in which it is located. • Whole class reasoning: what is the same and different about 603,541 and 630,541? Children to use vocabulary and sentence stems on learning wall. • Guided practice: children solve fluency questions on mini-whiteboards. All children to use PV counters to represent at least one of the numbers. • After guided practice, those who require further support, stay with teacher for further modelling. Others move on to independent practice in books • Display answers to fluency questions for self-assessment. Children attempt reasoning and problem-solving questions. • Children self-assess by explaining how to determine the value of a given digit in purple pen.	I have identified which place value column a digit is in. I have expressed the value in both digits and words. I have used the correct number of place holders.
Vocabulary		**Challenge for All**
digit, number, place value, column, power of ten, partition		JP, IK, LVR working with four-digit numbers independently. Use scaffold for reasoning to start sentences. Guided group of HA children working with TLSA – go straight onto investigation task after checking for fluency.
Resources		**Role of Adults**
Place value charts/mats Place value counters Vocabulary mats for reasoning, with sentence stems Reasoning and problem-solving questions		CTs working with target group for expected standard and circulating. TLSAs supporting HA children and then circulating.

RECORDING LEARNING

Learning is recorded in exercise books for every lesson except PE. See appendix A for which books are used for each subject. The method of recording used will vary based on the age and attainment level of the individual child and the nature of the lesson taught. To record learning from practical lessons, teachers may choose to:

- ❖ Annotate a photograph of the child;
- ❖ Ask children to write a reflection of how successful they were within the lesson;
- ❖ Print a short description of the learning that took place to be stuck in exercise books.

LEARNING QUESTIONS

When planning lessons, teachers generate a learning question for each session. Learning questions (LQs) are skills-based and do not indicate the context of the lesson. Context may be indicated by an additional title if needed. LQs are shared in every lesson so that children are clear on what learning they are expected to achieve by the end of a session. When writing LQs, teachers refer to National Curriculum objectives. The language used must be clear and accessible to the children. They are worded as 'Can I...?'

In year 1, teachers print LQs to be stuck in exercise books. LQs are produced in Sassoon Primary RG font size 12 black. As year 2 progresses, the majority of children are expected to write the LQ in exercise books.

SUCCESS CRITERIA

Success criteria (SC) show the children how they can be successful in achieving the LQ. SC show either the features which a successful outcome will include or the steps of a process which must be followed (steps to success). SC are phrased as 'I have…' It is not expected that teachers always provide the SC. Generating SC as a class or group may lead to deeper learning as the children will understand why each feature or step is important. Children may generate SC as a teacher demonstrates a method or when identifying features of a model text. SC may be displayed whilst the children complete guided or independent practice and towards the end of a lesson when self or peer assessing.

Teachers use their professional judgement about how to present or elicit SC. There is no set number of criteria expected per lesson as this will vary depending on the learning at hand. It is expected that most pieces of learning will require some form of SC. SC are included in short term planning and lesson slides. When speaking about SC, we remember that 'criterion' is the singular form of 'criteria'.

EXAMPLE 1

LQ: Can I construct an expanded noun phrase?

SC: I have used an appropriate determiner.

I have chosen a descriptive adjective.

I have used a precise noun.

EXAMPLE 2

LQ: Can I multiply a fraction by an integer?

SC: I have expressed the whole number as a fraction over 1.

I have multiplied the numerator by the numerator.

I have multiplied the denominator by the denominator.

I have converted improper fractions to mixed numbers.

EXAMPLE 3

For some pieces of learning, particularly extended writing, children may be expected to demonstrate their understanding of several objectives. In this instance, the learning question should detail the purpose of the piece of learning, and the success criteria may indicate the individual objectives covered. For example:

LQ: Can I write to persuade?

Context: Letter to Chartwells

SC: I have used modal verbs.

I have used rhetorical questions.

I have used command sentences.

LESSON CONTENT AND STRUCTURE

There is no set structure that is followed in all lessons. Teachers make professional judgements when planning in teams as to how best to facilitate learning. There are, however, features which would be expected to be seen within most lessons:

- ❖ The teacher makes links to prior learning to support children in making connections;
- ❖ Key vocabulary for the unit or lesson is shared;
- ❖ Teacher exposition will include high quality modelling of expected outcomes;
- ❖ A balance of guided and independent practice is used;
- ❖ Assessment opportunities take place throughout the lesson.

Teachers sequence lessons so that small steps are taken to support children in achieving the LQ. We are mindful that working memory is limited. If certain processes or knowledge are not yet automatic for children, we provide them with enabling resources, such as a multiplication square or a table mat of common exception words to free up working memory for the new learning.

LESSON SLIDES

As part of the planning process, teachers produce slides to support in the delivery of the lesson. At Torridon, we use interactive software, such as ActivInspire or SMART Notebook. PowerPoint is not used in lessons as this is a presentation tool and is not interactive. There is no set number of slides required for an individual lesson. Slides must include the LQ and SC for the lesson and may also include:

- ❖ Images or links to videos used to raise engagement levels or share knowledge;
- ❖ Worked examples or sections of text to analyse during teacher exposition sections of lessons;
- ❖ Sentence starters or stems to support children during independent practice.

As lessons are adapted and personalised on the basis of assessment, teachers may decide to change slide content prior to lessons or to adapt lessons at the point of delivery to ensure that children make progress. This is good practice and is encouraged. There is no need to use slides simply because they have been prepared.

All classrooms are also equipped with a flipchart. We use these often in all lessons to model learning. This is especially important in writing lessons. Writing on the paper flipchart demonstrates to children how they should form letters and edit their writing.

CHALLENGE FOR ALL

All children have a right to make progress in every lesson. For this to be possible, lessons must be pitched appropriately for children of all prior attainment levels. Vygotsky (1978)'s zone of proximal development is a useful reminder. Having a thorough understanding of children's starting points enables us to move children forwards effectively.

Zone of proximal development (Learner can do with guidance)

Learner can do unaided

Learner cannot do
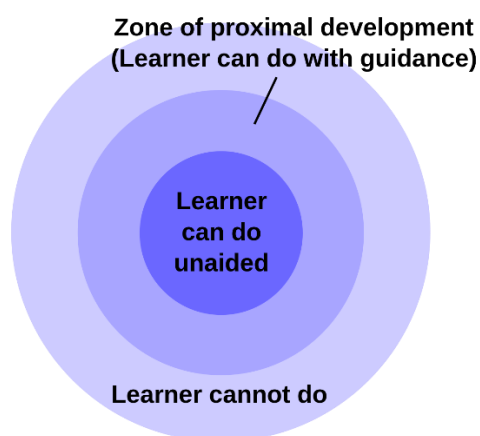
In line with the National Curriculum, cohorts of children should move through the curriculum together. All children should be exposed to the curriculum content for their year group. However, to ensure that children are able to progress rapidly, lessons must be differentiated to achieve challenge for all at all stages of the lesson.

SCAFFOLDING AND ENABLING RESOURCES

Some children will require scaffolding or greater use of resources than others to be successful within a lesson. This may include providing them with place value charts or sentence starters. They may also make greater use of concrete resources such as Numicon or dienes though these should be available to all children. Because all children are expected to be able to work independently in lessons, it is important that resources are chosen carefully. At Torridon, we use Communicate in Print alongside written resources. Care is also taken that resources given to lower attaining children do not set limits on the outcome's children achieve. For example, whilst writing frames may be helpful, teachers consider carefully whether these may inadvertently prevent children from being able to write at length.

ADULT SUPPORT

To support all children in making progress, teachers may plan to work with specific groups themselves or may direct support staff to do the same. These decisions may also be reviewed at the point of a lesson on the basis of assessment. This is an excellent way of providing guided practice opportunities within a lesson. Adult support is likely to be successful when:

- ❖ Children experience working with both the class teacher and members of support staff;
- ❖ It is not assumed that lower attaining children or those with SEN always 'require' adult support;
- ❖ Guided groups remain flexible and are reviewed on the basis of assessment;
- ❖ Learning is prioritised over task completion;

- ❖ Children are expected to be independent – copying from a whiteboard rarely constitutes learning;
- ❖ Levels of support given are carefully considered and graduated on the basis of children's responses.

When supporting a group or individual with guided practice, teachers and members of support staff reflect on the level of support they provide (EEF, 2015). We start at the top of the following visual and increase the level of support only if children need this.
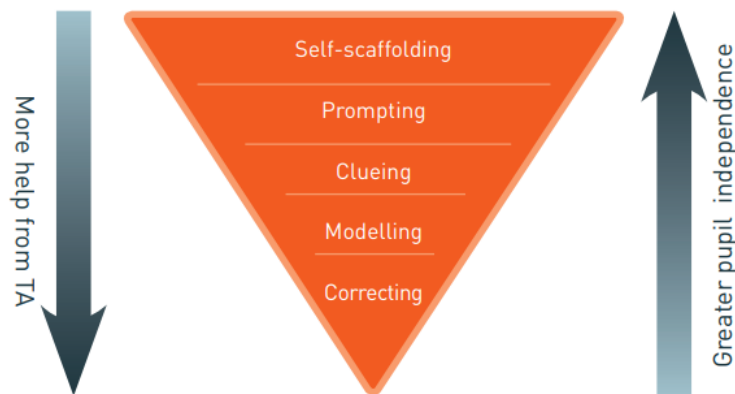
SYSTEMATIC CHECKING OF UNDERSTANDING

Within lessons, teachers also plan to circulate the classroom in order to assess the progress of all children. This allows us to assess children's progress and to check that there is sufficient challenge for all. Teachers identify any children who may require further guided practice or additional teacher exposition as well as those who are ready to attempt more challenging content. Teachers then use this information to adapt the lesson. For example, they may bring a group of children to the carpet area to recap key learning points or may provide higher attaining children with an additional challenge to deepen their learning.

HIGHER ATTAINERS

Our aim is that all children master the curriculum for their year group. To challenge higher attaining children, we focus on depth of understanding and breadth of application, rather than moving children on to the following year's objectives. Similarly, an extension does not always represent a challenge. Some good ways to challenge higher attaining children within lessons include:

- ❖ Expecting mathematical reasoning at all stages of a lesson, e.g. 'Explain how to check this calculation.';
- ❖ Limiting the number of fluency questions they complete within a maths lesson;
- ❖ Deploying them as peer mentors for a section of a lesson;
- ❖ Allocating specific roles within collaborative learning, e.g. group leader or editing focus;
- ❖ Asking them to write pieces with differing levels of formality in a writing lesson.

QUESTIONING

Questioning allows us to assess children's understanding of the learning and allows children to make sense of their own understanding. Features of high-quality questioning are:

- ❖ More open questions than closed;
- ❖ Giving children time to think before expecting a response;
- ❖ Providing time for paired talk;
- ❖ Asking scaffolding or extending questions depending on the child's current level of understanding;
- ❖ Asking children to reflect on their learning.

We encourage intellectual curiosity from children. As such, their questions are always valued.

To promote higher order thinking, we use Blooms' taxonomy (1956) when planning lessons to generate questions.

Bloom's Taxonomy
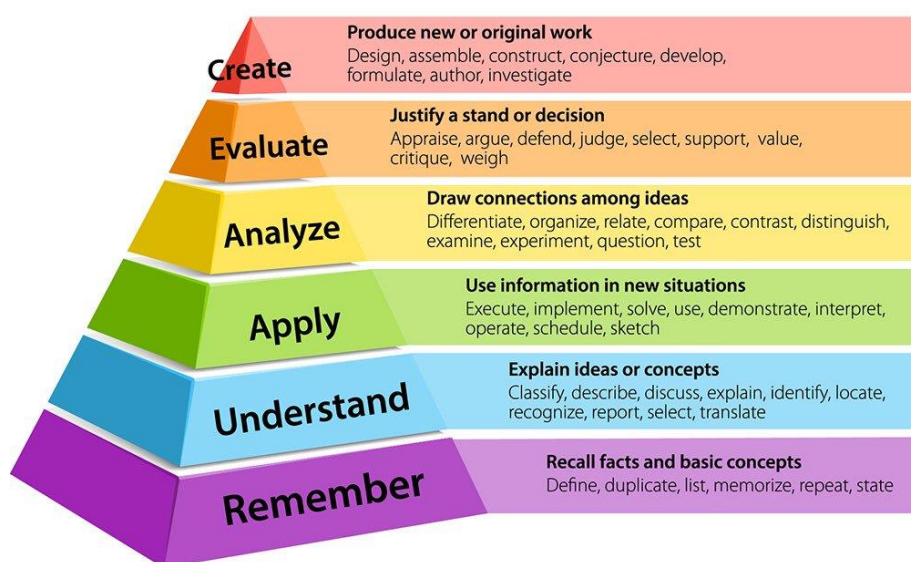
GROUPINGS

At Torridon, teachers decide how to group children most effectively for the learning in each lesson. There are times when it will be best to group children within a class by their current attainment. However, these groups are not fixed and are reviewed on the basis of assessment. Similarly, there are times when working in mixed attainment pairs or groups will best support the learning at hand. This allows children to learn from their peers and to experience working with a range of different children. In some lessons, teachers may allow children to choose who they work with to increase motivation and engagement.

ASSESSMENT FOR LEARNING

The assessment process is central to providing effective teaching and learning. At Torridon, we see assessment for learning as the shared understanding between a child and the teacher of what they currently understand and what they need to do next to make progress. We see

assessment of learning as identifying the level at which a child is working in relation to the national age-related expectations. This information is used to identify any children who are not on track. Teachers then intervene or adapt practice to correct this.

SELF AND PEER ASSESSMENT

'Self-assessment by pupils, far from being a luxury, is in fact an essential component of formative assessment.' (Black and Wiliam, 2001).

Children are encouraged to reflect on their learning at all ages and stages. Children self-assess their learning both verbally and in written form. Children are taught how to self-assess, and we provide children with the tools to do this effectively: the SC for a lesson, sentence stems to form reflection comments and reminders of key vocabulary. Self-assessment may take place at any stage within a lesson and is an important way for children to provide feedback to teachers.

Self-marking or peer-marking is one way in which we ensure that children's assessment of their understanding is accurate. Teachers may provide answer sheets or mark questions as a class or group to allow children to self-mark. This gives teachers the opportunity to intervene at the point of misconception and provide additional support to children who need it.

Peer assessment is likely to be effective when it is modelled first by the teacher or member of support staff. We provide children with opportunities to peer assess verbally and in written form. For example, when evaluating a piece of writing, children may be asked to identify one aspect of their partner's writing which is successful and one aspect they might improve further. Providing sentence stems supports children in providing purposeful and polite peer assessment:

- ❖ I like the way you have used…
- ❖ This sentence in my favourite because…
- ❖ Could you try to include…?

All self and peer assessment in exercise books is completed in purple pen.

PROVIDING FEEDBACK

Teachers and support staff provide feedback in a range of ways. Feedback is likely to be effective when children have been taught how to receive, use and interpret the feedback that they are given (Clarke and Hattie, 2018). Any feedback given must impact on learning.

VERBAL FEEDBACK

Verbal feedback during a lesson is a key way of ensuring that children make progress. Feedback given is linked to the LQ and SC for the lesson as well as to general or secretarial skills, such as spelling and punctuation. Teachers record that verbal feedback has been given by writing 'VF' in the child's exercise book. Children should act on verbal feedback given immediately in purple pen. They may do this by:

- ❖ Redoing a calculation alongside the original error;
- ❖ Using a dictionary or word bank to correct a spelling;
- ❖ Adding in additional detail in written pieces;
- ❖ Explaining what their error was, e.g. 'I forgot to add the ten that I had exchanged.'.

WRITTEN FEEDBACK

At Torridon, all pieces of learning are marked prior to the next lesson in the sequence. The amount of written feedback provided will depend on the age and stage of the individual child. Children are given time in lessons to read and understand any written feedback from teachers. Teachers provide written feedback in green ink, and children respond in purple. Teachers' comments in books are written in a cursive script and provide a model of excellence for handwriting. When marking children's learning, we:

- ❖ Respond to the LQ: tick if achieved, dot if partially/not achieved;
- ❖ Use sensitive language to support children in seeing mistakes as a positive;
- ❖ Refer to the SC within written comments: 'Good use of fronted adverbials.';
- ❖ Pull up repeated errors, e.g. misspelling common exception words.
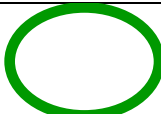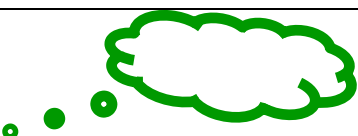
Research shows that offering generic praise such as 'Well done!' does little to improve learning. Research also shows that providing praise alongside feedback dilutes the impact of feedback given. 'Praise the pupils and make them feel welcomed to your class and worthwhile as learners but if you wish to make a major difference to learning, leave praise out of feedback about learning.' (Hattie, 2012). We can celebrate learning and increase motivation by identifying what a child has done successfully, e.g. 'You were successful in using short multiplication to solve these problems.'

Most written feedback should require action by the children. To this end, written comments are phrased carefully. 'Next time, use adjectives.' is unlikely to have immediate impact on the child's learning. Instead, we phrase feedback so that children are clear on how to respond. For example, 'Re-write this sentence using an adjective to describe the noun.'. Children's responses will then demonstrate whether they have been able to make improvements to their learning.

TORRIDON MARKING CODE

We use agreed codes when marking children's learning. The codes used are consistent in all classes so that children become familiar with what they mean and how to respond to them. Teachers use the Torridon marking code both during lessons whilst checking for understanding and after lessons. Marking codes for each key stage are displayed in each classroom.

S	supported by an adult
I	independent learning*
✓	correct
.	incorrect
It <u>aint</u> good	grammatical error
(sp) X3	incorrect spelling (for correction/practice during response to marking)

	missing/ incorrect punctuation
VF	verbal feedback
	respond to this
	explain your thinking

*The code of 'I' for independent learning does not need to be used for all pieces of independent learning; it is used to draw the distinction between tasks completed with and without support. For example, if the class teacher has supported a child to complete one calculation, this would be marked as 'S'. The child may then be asked to try the next question independently. This would then be marked as 'I'.

PUPIL PROGRESS

Class teachers are responsible for ensuring that all children make at least expected progress. Year group teams discuss individual children's learning during PPA sessions and in other meetings. Teachers reflect on and amend their practice to support children in making progress. Throughout the year, class teachers regularly meet with a member of the senior leadership team for a pupil progress meeting. In these meetings, the progress of individuals and groups of children is reviewed. Guidance is given on strategies which may be used to drive progress, and any interventions are reviewed and updated for children who may be at risk of falling behind.

MODERATION

Teachers within each year group team regularly moderate their judgements when assessing children's learning. This happens informally during weekly meetings and when planning. Each term, staff meeting time is also devoted to moderation. In these meetings, support may be given by year group leaders, subject leaders or senior staff in ensuring that assessments made are robust and accurate.

TERMLY SUMMATIVE ASSESSMENT

Assessment of learning is recorded formally towards the end of each full term. Assessments are made against age-related expectations for reading, writing and maths. To form teacher assessments, we use the 'Focus' key criteria sheets. From the spring term of year 1, children also complete tests to inform teacher assessment. In years 1, 3, 4 and 5, we use the NFER testing materials. Children in years 2 and 6 complete past SATs papers. Once teachers have formed and moderated their judgements, assessments are recorded on the class tracking ladder. Children

are assessed as working towards a year group level (WTS), working within (WW) or working at the expected standard (EXS).

TEACHING AND LEARNING ACTION PLANNING

When summative assessments have been made, teachers are responsible for reviewing the provision for children in their class. Teaching and learning action plans are completed with support from senior staff. Teaching and learning action plans include the provision for children with SEND. To support children in making accelerated progress, the following approaches and others may be implemented:

- ❖ Planning for children to work with an adult a specific number of times per week for guided practice;
- ❖ Producing additional enabling resources;
- ❖ Adapting the style or manner of feedback given to ensure that children can access it successfully;
- ❖ Planning an intervention group led by a member of support staff in the team.
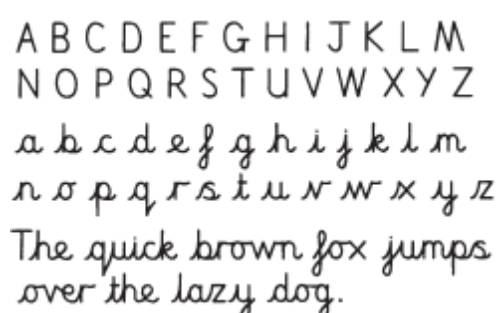
Class teaching and learning action plans are reviewed in pupil progress meetings.

PRESENTATION OF LEARNING

Excellent presentation is expected for all learning and in all books. We believe in the importance of children showing pride in their learning. Teachers take responsibility for the standards of presentation in children's exercise books and maintain high expectations of all. Children benefit from daily reminders around the importance of excellent presentation. High-quality presentation is celebrated and praised in classes and assemblies.

HANDWRITING

At Torridon, children and staff write using a fully cursive script. The house fonts are Sassoon Primary RG and Sassoon Write ENG. Letter formation is as follows (Collins Primary Focus):

ABCDEFGHIJKLM
NOPQRSTUVWXYZ

abcdefghijklm
nopqrstuvwxyz

The quick brown fox jumps
over the lazy dog.

All members of staff model correct letter formation and joins when writing. This includes when writing on the interactive whiteboard, flipchart and on handwritten display labels. Handwriting is modelled and practised daily in all year groups. In KS1, children use handwriting books to practise; in KS2, children practise in writing books for two lines at the start of each lesson.

PENCILS AND PENS

Children in all year groups write in pencil in maths books. Children in year 1 also write in pencil in all other books. Sharp HB pencils are used to record learning. Children begin to write in pen

in books other than maths when ready. By the start of year 3, the majority of children write in pen. Children use black handwriting pens. All tables and diagrams are drawn using pencil. Children do not use biros, markers or felt tips in exercise books. Highlighters are used when appropriate for the task, such as when identifying key vocabulary in a worded problem. Children use purple pens for assessment and when responding to feedback.

MAKING MISTAKES

At Torridon, we see making mistakes as an important part of the learning process. Children are taught to see mistakes as an opportunity for further learning. When children make mistakes, they cross them out with a neat line drawn using a ruler. This allows the teacher to see any mistakes made which will aid in teacher assessment and inform future teaching and learning. Rubbers are not used in any lesson other than art or geometry. Children use purple pens to complete corrections.

ENTRIES IN EXERCISE BOOKS

Each entry in exercise books begins with the date and LQ. In year 1, typed LQs are stuck into books. From year 2, children write the LQ themselves. The expected layout is:

- ❖ Long date in all subjects (except maths where the short date is used);
- ❖ Underline the date;
- ❖ Miss a line;
- ❖ LQ written;
- ❖ Miss a line before starting the piece of learning.

In EYFS and KS1, children begin a new page for each new piece of learning. In KS2, children rule off after they have responded to feedback and write the new date and LQ underneath.

If a child is not in a lesson for any reason, the date and LQ must be written into the exercise book with the reason written underneath, such as 'Absent', 'Intervention' or 'Music lesson'.

THE LEARNING ENVIRONMENT

The physical environment of the school reflects our expectations, standards, ethos and attitudes. As such, we place great importance on maintaining an inviting, inclusive learning environment in every classroom and all communal learning spaces.

CLASSROOM EXPECTATIONS

All classrooms are kept tidy and well organised at all times. Furniture is arranged so that children and staff can move around the classroom easily and safely. All surfaces, including the tops of units, the tops of cupboards and window sills, are kept clear from unnecessary boxes or papers. Teachers and support staff keep their resources in cupboards. Resources for children are kept in accessible places and are labelled using the templates available on the staff shared area so that children know where to find them. Classroom layout of children's desks is carefully considered to facilitate the learning at hand and to enable children to learn collaboratively.

Where possible, blinds are left open to allow natural light into classrooms; windows are left open to allow fresh air in. As an inclusive school, we are mindful to create ASD-friendly learning

environments and to avoid sensory overload by making classrooms too 'busy'. Visuals are used, including a whole class visual timetable which is displayed to the right hand side of the interactive whiteboard in each classroom. All members of staff and children take responsibility for maintaining an orderly classroom environment.

We do not attach papers to classroom doors, including the glazed areas of doors. These windows provide a clear view into classrooms at all times. This is a health and safety regulation.

LEARNING WALLS

In classrooms, boards are used as learning walls or displays. We understand a learning wall to be an area of classrooms which is constantly updated and reflects the current learning. In all classrooms, we have a learning wall for reading, writing, maths, science and topic. Learning walls include:

- ❖ Flipchart pages with teacher models;
- ❖ Post-it notes with children's questions;
- ❖ Examples of children's learning;
- ❖ Key vocabulary.

The content of learning walls does not need to be mounted on backing paper.

CLASSROOM DISPLAYS

We understand a display to be an area which celebrates children's outcomes. The quality of presentation is outstanding. At Torridon, we have consistent expectations of displays:

- ❖ All boards are backed in a colour of the teacher's choosing, and borders are used;
- ❖ Colours used for backing paper and borders complement the learning and do not detract from it;
- ❖ Learning is at least single-mounted on backing paper before being put on display;
- ❖ A title or heading and short descriptions of the learning which give context are included on the display;
- ❖ Pieces of learning, labelled with children's names, form the majority of the display;
- ❖ Key questions are included to make displays interactive;
- ❖ Displays may be of learning from one subject or across subjects linked by theme or topic;

Please refer to appendix B for the learning environment checklist.

COMMUNAL DISPLAYS

Display boards in halls, corridors, entrances to buildings and staircases are allocated to year group teams or specialist teachers. Throughout the year, some boards will be used to display learning from specific events, themes or celebrations. Communal displays are changed at least termly. Year group leaders take responsibility for high standards of display in communal areas.

HOME LEARNING
At Torridon, we view home learning as an integral part of children's schooling. Home learning benefits children not only by promoting academic success but also by providing valuable

opportunities for parents and carers to be involved in their children's learning. Regular home learning helps children to develop responsibility, perseverance, independence, self-discipline and time management skills. Year group leaders ensure that home learning is set as detailed below.

READING

We aim for every child to become a fluent reader and to develop a love of reading. Children take home reading books each day and may change them once read. The level of support given to children when choosing a new book depends on their age and stage. Children are expected to read at home each day. Parents and carers are asked to sign the reading record daily and to add comments as appropriate. As children become more fluent and independent readers, they may write comments in their own reading records. Class teachers and support staff check and sign reading records daily. Reading record data is saved onto the staff shared system each Friday to allow the English leader to monitor levels of home reading. Regular reading is recognised by class teachers and by presenting certificates in assemblies.

WEEKLY HOME LEARNING

Each Friday, home learning is set on Mathletics, SPAG.com and Microsoft Teams. On Mathletics, children are set three tasks linked to prior, current or future learning. On SPAG.com, between one and three tasks are set depending on the number of questions per task. Home learning is due to be completed by Wednesday each week. Children receive feedback on Mathletics and SPAG.com automatically when tasks have been completed.

HALF TERMLY PROJECTS

Half termly project sheets are completed by year group teams and are sent home on the first Friday of each half term. Project sheets are also uploaded to Microsoft Teams. Written tasks are completed on Microsoft Teams, and the outcomes from practical tasks, such as 3D models or pieces of artwork are to be brought in to school. Project learning is due to be completed by the final Wednesday each half term. Written feedback is provided on Microsoft Teams for any written pieces of learning within a week of it being submitted.

APPENDIX A – EXERCISE BOOKS

On the front cover of children's exercise books, teachers write labels by hand in a cursive script as a model of excellent handwriting. Fine black Sharpies are used to write these labels. The agreed layout is:

- ❖ Forename and surname;
- ❖ Class name;
- ❖ Subject;
- ❖ Book number.

The following exercise books are used for each subject in each phase.

Subject	EYFS	KS1	KS2
Handwriting		Purple A5 10mm lined	
Writing	Purple 15mm lined	Purple 10mm lined	Purple 8mm lined
Reading		Yellow 10mm lined	Yellow 8mm lined
Maths		Blue 10mm squared	Blue 7mm squared
Science		Red 10mm lined	Red 8mm lined
Foundation (Topic)		Green 10mm lined	Green 8mm lined
Art		Blue Sketch Book	Blue Sketch Book

Some children in KS2 may benefit from using KS1 line sizes.
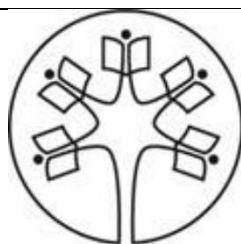
The Learning Environment

At Torridon, we pride ourselves on providing engaging and welcoming learning environments.
We use the following checklist to ensure that our classrooms include all that is required.

All classroom labels are produced using Sassoon Primary Rg or Sassoon Write ENG font.

Learning walls	Learning walls for each subject include key vocabulary for the current unit, questions generated by either the teacher or children and examples of teacher's modelling and children's learning. Key vocabulary is accompanied by Communicate In Print or other visual cues. Dual language is used for those children who are at the early stages of learning English. ❖ Reading: examples of different question types, images of the author of the current text being studied. ❖ Writing: image of the front cover of the core text, models of outcomes, grammatical conventions linked to the text type being studied, current phonemes, common exception words or spelling pattern being learned. ❖ Maths: sentence stems for reasoning, images or models linked to the current unit (e.g. arrays for multiplication), examples of calculations or methods. ❖ Science: significant person, diagrams, visuals or equipment linked to the current unit (e.g. showing the density of the three states of matter). ❖ Topic: title of current topic, significant person, content linked to a range of foundation subjects.
Displays	❖ Core values: the core values are displayed. ❖ Published learning display: high quality learning outcomes from a specific subject or the previous topic. Where possible, this is displayed within the classroom. If space does not allow, it is displayed nearby in a communal area. This display is changed each half term.
Permanent fixtures	❖ Class weekly timetable (on classroom door); ❖ Visual timetable (next to the IWB); ❖ Lining up order (next to door at which children line up); ❖ List of children's responsibilities; ❖ Behaviour chart; ❖ Star of the week; ❖ Marking code;

	❖ Handwriting poster; ❖ Reading skills (Y2-6); ❖ Race equality pledge; ❖ Green cross poster indication where medicine is stored; ❖ Fire procedures; ❖ List of fire marshals; ❖ List of trained first-aiders; ❖ List of safeguarding officers.
Class library	❖ The class library is welcoming and comfortable and may include: book recommendations, focus author, reading prompts, posters, key question types, key vocabulary. ❖ Banded books are arranged by colour and clearly organised/labelled; ❖ Some books may be arranged by genre, text type, author or by difficulty; ❖ All other books are stored neatly on shelves; ❖ Cushions, bean bags or chairs are positioned to encourage browsing.
Storage	The following need to be stored clearly in an accessible location and labelled: • Exercise books; • Resources, including maths resources. All trays in units are labelled using the agreed formats saved on the staff shared area.
Sink area	❖ The area is kept tidy; ❖ Liquid soap and blue roll are available.
Reflection area	❖ In the EYFS, a thinking spot is available; ❖ In KS1 and KS2, a table for children to sit to reflect is available; ❖ The reflection area faces away from the rest of the class; ❖ A sand timer is available; ❖ Reflection sheets are available.